



# BA (Hons) Financial Management for Business

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

BA (Hons) Financial Management for Business

### **2. Course Code (and UCAS Code if applicable)**

C2454S

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

None

### **6. QAA Benchmark Groups**

Finance

General Business and Management

### **7. Document Control Information**

Version 5, September 2018

### **8. Effective Session**

2018//2019

### **9. Author**

Amy Davidson

### **10. Faculty**

Portsmouth Business School

### **11. Subject Group**

Accounting and Financial Management

## Curriculum

### **12. Educational Aims**

The Portsmouth Business School (PBS) Honours Degree Programme:

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a coherent programme of study.
- To enable students to study financial management and develop specialist interests and knowledge

- To provide an opportunity for students to create links between two different subject areas
- To provide students with the opportunity to develop key skills.
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities

The PBS Financial Management for Business Honours Degree Programme:

- To provide a rigorous programme of study relating to financial management, including finance, accounting and business that meets current organisational needs.
- To develop an understanding of the theories and practice of financial management.
- To provide an understanding of the key elements in the process of financial management: planning; control and decision-making.
- To encourage ongoing critical and evaluative modes of thinking in all areas of study.
- To provide links/platform for eventual professional development in the field of financial management and/or business.

### 13. Reference Points

- University of Portsmouth Curriculum Framework Document – September 2016
- Subject Benchmark Statements (SBS)
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Framework for Higher Education Qualifications
- National Qualifications Framework

The programme and outcomes have been developed taking account of:

- The University of Portsmouth Undergraduate Curriculum Framework
- The University of Portsmouth policy regarding Key Skills
- The scholarship and research expertise of academic members of staff
- The National Qualifications Framework
- The Benchmark Statement for Finance
- The Benchmark Statement for General Business & Management
  - ‘The General Business and Management Statement applies to general business and management honours degree programmes only.’
- This joint programme will reference to both the Finance and Business Benchmark Statements. Outcomes which cross-reference directly to the Finance Benchmark Statement are shown with a #. Outcomes which cross-reference to Business related Benchmark Statement are shown with a \$.

### 14. General Learning Outcomes

#### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

### Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

### Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

## 15. Learning Outcomes

Generic Learning Outcomes of the Programme

Students will be able to demonstrate an ability to:

- A reasonable appreciation of the context and institutional framework in which finance operates;
- A reasonable knowledge of the main theories of finance;
- A reasonable ability to interpret financial data;
- The relationship between empirical evidence and finance theory in relation to the efficient markets hypothesis and portfolio management;
- An understanding of the financial needs of business entities
- A reasonable understanding of the principles of personal investment
- A reasonable ability to use and interpret the information in financial statements
- Carry out an extended piece of independent enquiry and sustain arguments
- Communicate information in a manner appropriate to subject and the intended audience.
- Take responsibility for their own learning.
- Show initiative and be able to make and justify decisions.
- Critically reflect on the learning opportunities provided by the work placement and how that learning will benefit current and lifelong learning, values and future employability.

In addition, students following the 'sandwich route' will also be able to experience and reflect upon the dynamics of the working environment, relevant to their programme of study and utilise this in the conceptualisation of their Level 6 studies.

### A. Knowledge and Understanding of:

- A.1 An appreciation of the nature of the contexts in which finance can be seen as operating including knowledge of the institutional framework. (#)
- A.2 Knowledge of major theoretical tools and theories of finance for example cost of capital. (#)
- A.3 Knowledge of contemporary theories and empirical evidence concerning accounting and capital markets. (#)
- A.4 An understanding of the relationship between financial theories and empirical evidence concerning the efficient market hypothesis and portfolio management. (#)
- A.5 An understanding of the factors influencing the investment behaviour and opportunities of private individuals. (#)
- A.6 Interrelationships between organisations, the business environment and society. (\$)

- A.7 The effectiveness and efficiency of different financing arrangements and governance mechanisms which are available. (# \$)
- A.8 Interaction of management theory and business practice. (\$)

**B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B.1 Critically evaluate arguments and evidence, using logical and creative approaches. (# \$)
- B.2 Analyse and draw reasoned conclusions, identifying assumptions and limitations, concerning structured and, unstructured problems from a given set of data and from data acquired by the student. (# \$)
- B.3 Discriminate between business and managerial alternatives and evaluate them. (# \$)
- B.4 Ability to analyse and interpret a range of business documentation. (# \$)
- B.5 Argue cogently in oral and written form. (# \$)
- B.6 Apply numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level. (# \$)
- B.7 Reflect on own learning, and apply skills to actively manage studies. (# \$)

**C. Practical (Professional or Subject) Skills, able to:**

- C.1 Understand financial statements and a reasonable appreciation of the limitations of financial reporting. (#)
- C.2 Interpret financial data generated in the context of the firm from accounting statements and data generated in financial markets. (#)
- C.3 Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument, and commentary, in a form appropriate to the intended audience. (#)
- C.4 Self-management to meet deadlines in business. (\$)
- C.5 Demonstrate interpersonal skills to relate to, and collaborate effectively with, colleagues. (# \$)
- C.6 Locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources. (# \$)
- C.7 Use information technology skills in acquiring, analysing and communicating information in order to update professional knowledge. (# \$)
- C.8 Demonstrate networking skills. (# \$)

**D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Communicate effectively. (# \$)
- D.2 Use information technology. (# \$)
- D.3 Solve problems. (# \$)
- D.4 Apply numbers. (# \$)
- D.5 Improve own learning and performance. (# \$)
- D.6 Work with others (in a team environment). (# \$)

## **16. Learning and Teaching Strategies and Methods**

Teaching and learning is achieved by lectures supported by seminars, workshops and surgery sessions. The understanding of theory is reinforced by the arrangement of common core units in each year. Pastoral support is provided by personal tutor system, which has strong operational links with the course management team. The core learning outcomes can be achieved and demonstrated without a placement through the use of case studies and business simulations.

Cognitive skills are developed through lectures supported by other class-based sessions and independent learning. On this pathway, students also have the opportunity to apply these skills in the course of an optional work placement.

Practical skills are developed through self-management and individual and group-based seminar and workshop activities.

Transferable key skills are developed across the programme.

## **17. Assessment Strategy**

Assessment is via a mix of continuous assessment and examination. Continuous assessment includes individual and group work, presentations, learning logs, portfolios, and assignments.

Assessment of cognitive skills occurs in the range of assessment methods employed i.e. examination; coursework; continuous assessment, case studies, group presentations etc.

Practical skills form part of self-managed learning and are key to performance in a range of assessments.

Transferable key skills are not explicitly identified for assessment within particular artefacts of individual units, but the unit descriptors in conjunction with the key skills mapping exercise identifies the transferable key skill areas that will be covered by the assessment strategy and structure of the individual units at each level of the programme.

All assessments for core units on this programme are considered to provide opportunities for students to demonstrate knowledge and understanding of the subject matter relating to the degree programme. Some assessments lend themselves more readily to the development and demonstration of cognitive skills. Others provide evidence of practical, professional and subject specific skills. Most assessments will provide opportunities for students to demonstrate the achievement of transferable skills. Consideration of this has been given at each level whilst acknowledging that there is a rising expectation of the development of these skills as the programme progresses.

### **Level 4**

The assessment approaches for the core units include examination and coursework. Seminar and workshop sessions provide opportunity for formative assessment and feedback, and learning logs are used as a device to stimulate student self-reflection.

### **Level 5**

At level five students are assessed on longer essays, this provides them with the opportunity to develop the intellectual skills of evaluation, knowledge and analysis. Presentations continue to provide opportunities to develop further collaborative skills, an understanding of group dynamics and an analysis of the individual student's role in that process. Summative assessments become longer in duration in accordance with University guidelines. This allows students further opportunity to demonstrate their knowledge and understanding of the subject matter and their ability to work under pressure.

### **Level 6**

At level six students are expected to demonstrate critical thinking and engage analytically with the subject matter. These skills will be assessed through a mixture of coursework, and case studies and essay questions set in time-constrained examinations across all the core units at this level. The ability of students to engage in independent research will be formally assessed through a variety of 40 credits of independent study. An example of this is the 10,000 word dissertation option (there are also other forms of final year independent study projects on available which offer similar opportunities). The dissertation provides an opportunity for students to develop self-management skills of sustained substantial piece of work. This includes skills of researching, analysing, documenting and evaluating.

Throughout the degree coursework will acts as formative assessment prior to examinations.



## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

Standard University rules apply. The Regulations must be consulted for a full description of exit awards.

One credit is equivalent to 10 hours of learning.

Each level comprises of a minimum of 120 credits.

Units are offered as 20 credits or 40 credits.

The final year Dissertation is a 40 credit unit.

The Financial Management for Business Pathway is offered both in the three year standard full time mode and in the four year sandwich mode which includes a one year industrial placement. It is divided into three levels: Level 4 (Year 1), Level 5 (Year 2), and Level 6 (Year 3). The sandwich placement year is located between levels 5 and 6 and is not classified as a free-standing level.

Units are either core to the pathway, optional or elective. Elective units (Languages) totalling 20 credits are offered at academic level 5 only for credit and provide an opportunity for students to study a topic outside of their main subject area.

## 19. Employability Statement

- There is a placement year during which students undertake relevant work experience and develop the necessary business skills and profile to commence a successful career on graduation. This placement can be either in the UK or overseas. Students are strongly encouraged to adopt this opportunity.
- The concentration on employability/graduate skills starts immediately at level 4 with the inclusion into the taught curriculum of the '7th' unit, Business Innovation Development Project (BIDP). This unit is designed to integrate the learning of the six core units, delivering coherence to the notion of business not only at entry level but ensuing levels, while developing the critical 'soft' skills of communication; negotiation; reflection; cooperative working; research; creativity; IT; numeracy and literacy.
- This emphasis on employability is further developed at the subsequent levels 5 and 6, pre and post placement, as students are carefully prepared for employment and the maximisation of self-development opportunities that arise from it, through processes of thorough reflection.
- There are opportunities to study a language at level five in the programme; these can be selected from the wide range of language units offered by IWLP. Languages include French, Spanish, Arabic, Japanese and Mandarin.
- Personal Development Planning including the identification and review of skills is delivered at all levels of study as part of the personal tutoring system.
- Wednesday afternoon is kept free of formal tuition so that students may participate in the range of sports and other special interest clubs offered by the university.
- Employer links are facilitated through the core Career Advice Service, Purple Door, Faculty, and Knowledge Transfer activities.
- There are also opportunities for final year students to do accounting work for charities.

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- PBS dedicated learning support tutors
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards
- For Direct Entry and international students, there are additional support systems in place

## 21. Admissions Criteria

### A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications.

General guidance:

- A-levels: 112 points from a maximum of three A levels or equivalent (equivalent qualifications could include AVCE/AVCEDA, BTEC Nationals – Award, Certificate, Diploma).
- Five GCSEs A-C, including mathematics at Grade C or above.
- The level of English language proficiency required is IELTS 6.0.
- Professional qualifications & experience: considered positively
- Other qualifications: Yes
- Mature and International students are welcomed.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## 22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

## **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Undergraduate programmes
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

## **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

## **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

## **23. Assessment Regulations**

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

## **24. Role of Externals**

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment

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<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

None.

### B. Periodic Programme Review (or equivalent)

Periodic Review: Accounting, March 2017. The fitness of purpose of curriculum was confirmed and the annual monitoring and review processes were found to be effective.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*<sup>3</sup>).

### D. Others

None.

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>4</sup> and [School/Department](#)<sup>5</sup> websites

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<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [www.port.ac.uk/accounting-and-financial-management/](http://www.port.ac.uk/accounting-and-financial-management/)